

according to the rest of competences; we can see that to create a rap they would need to be able to do sentences from grammatical structures, discursive skills to create texts from matching sentences, to know and get adapt to the context around a rap and the classroom, to use different verbal and non-verbal strategies to express the message to the rest of classmates, and to have at least a brief idea of what a kind of musical performance is a rap, which means that just could engage Music area to carry out this activity as a project, even involving more subjects. Develop a real project from that devised methodology from one type of activity carried out for a single class of English.

On the other hand, we can see that this activity would have a strong meaningful component as children would have to use communicative skills to reach a goal based on reviewing and exposing some previously learned topics. In this sense, as it is known, thanks to researches about educational theories such as cooperative learning, for instance, the authentic learning is really achieved only when we are capable of teaching it. If in addition, we enjoy the student and create an emotional bond with the work to be done, we will have achieved excited to learn. And precisely here lies the key to education, the new education based on active methodologies, and never lose sight of the emotional and inclusive factor.

In conclusion, the Communicative Approach turns out to be a really rewarding system, being neither the only nor the best, is perfectly compatible with the rest of methodological possibilities, and encourages students to socialize and have fun learning without realizing it. In addition, there are many different to make based on the foundations of Communicative Approach activities. In an area such as English in primary school, it turns out to be an incredibly valuable tool for teachers.